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ABSTRACT

One of eight sections of a handbook for use by vocational teacher educators in improving vocational teacher education linkage with business, industry, and labor, this second section is designed to promote the use of advisory committees to foster such linkages between teacher education departments and the private sector. Although the guidelines are intended for use by faculty members of vocational teacher education departments, the materials are considered easily adaptable for use by vocational educators at the postsecondary and secondary levels. An introduction outlines the whole handbook and lists behavioral objectives for this section. Basic activities common to planning and utilizing advisory committees are described as a model approach. Suggested alternative forms and procedures are presented to aid departments in developing plans that are unique to their own situation. A chapter on administrative details deals with the investigation and establishment of policies and procedures and contains a checklist of planning steps. Worksheets are provided to focus attention on gathering information, organizing details, and defining department objectives that are critical to involving business, industry, and labor representatives on advisory committees. (JT)

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BUSINESS-INDUSTRY-LABOR LINKAGES: A Handbook for Improving Personnel Development Programs

Handbook Section #2

ADVISORY COMMITTEES

UTILIZING BUSINESS, INDUSTRY, LABOR ADVISORY COMMITTEES

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Improving Vocational Teacher Education Department
Linkages with Business, Industry, and Labor

The Center for Vocational Education
The Ohio State University
Columbus, Ohio

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FOREWORD

Continuing advances in technology, changing employment opportunities, and changing work requirements demand that vocational teacher educators establish linkages with the private sector in order to keep up-to-date in their efforts to support relevant education programs for youth and adults. It is recognized also that in developing these linkages, vocational educators can be helpful to their business, industry, and labor counterparts.

Educators must share their concerns for the design and maintenance of viable vocational education programs. Giving visibility to effective strategies and working arrangements will help spread the practice of utilizing business, industry, and labor inputs and, in the process will greatly strengthen the possibilities of placing vocational education graduates in satisfying and rewarding careers.

These eight handbook sections are a response to the need for direction and suggestions in increasing business, industry, and labor inputs into vocational teacher education programs. The guidelines contained in the handbook sections are intended for use by faculty members of vocational teacher education departments, but the material is also easily adaptable for use by vocational educators at the post-secondary and secondary levels.

A strength of these handbook sections is the interest and involvement of vocational education teacher educat rs across the nation. Appreciation is expressed to the many educators who contributed materials and reviews of the initial drafts. Center staff involved in the development of the Resource Handbook sections include Dr. Richard Dieffenderfer, project director, Ms. Lee Kopp, and Mr. Orest Cap.

Robert E. Taylor
Executive Director
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Preface

Resource Handbook Development

The Resource Handbook for improving vocational teacher education linkage with business, industry, and labor was prepared as resource materials for an EPDA Training Workshop conducted at The Center for Vocational Education, April 18-19, 1977. The training workshop and resource materials development work are part of the activities of a Center project sponsored by the U.S. Office of Education and the Ohio Department of Education, Division of Vocational Education under EPDA Part F, Section 553 as a national priority project entitled: "Improving Business, Industry, Labor Inputs into Personnel Development Programs."

The Resource Handbook has been prepared based on information gathered during literature searches, contributions of individual vocational teacher educators, inputs from the project planning committee and work session review panel, and the development effort and adaption by project staff of ideas thought most appropriate to the needs of vocational teacher education departments. The choice of the eight topics developed in each of these handbook sections was based on the stated needs of respondents to a national survey of vocational teacher education departments conducted as part of project activities for identifying existing business, industry, and labor linkages.

The development of the resource handbook for improving vocational teacher education department linkages with business, industry, and labor was guided by several basic objectives. These included a desire to:

1. Identify various types and sources of information appropriate to the business, industry, and labor interests of vocational teacher education departments;

2. Describe for vocational teacher educators appropriate ways to access and utilize selected business, industry, and labor information resources; and

3. Organize and present resource information in a way that encourages its use in meeting the business, industry, and labor linkage objectives of vocational teacher education departments.

The eight topics featured in the Resource Handbook sections include:

#1 Staff Development:
Creating a Staff Development Plan for Business, Industry, and Labor Involvement.

#2 Advisory Committees:
Utilizing Business, Industry, and Labor Advisory Committees.

#3 Cooperative Internships:
Establishing Cooperative Internship Programs Involving Business, Industry, and Labor.

#4 Personnel Exchange Programs:
Establishing Personnel Exchange Programs Involving Business, Industry, and Labor.

#5 Workshops:
Involving Business, Industry, and Labor Through Workshop Programs.

#6 Site Visits:
Conducting Business, Industry, and Labor Site Visits.

#7 Resource Persons:
Involving Resource Persons from Business, Industry, and Labor.

#8 Program Support:
Securing Program Support for Business, Industry, and Labor Involvement.

Resource Handbook Feedback

The development of this type of resource handbook series needs the continual input of fresh ideas and reactions in order to make the final product as useful as possible to vocational teacher educators. Inside the back cover of each of the Resource Handbook Sections there is a feedback reaction sheet for submitting your suggestions for improving business, industry, labor, and education linkages. Your ideas are wanted concerning:

1. Suggestions for other linkage ideas and approaches,
2. Linkage problems that are unique to various types/sizes of teacher education departments,
3. Suggestions for references and resource materials,
4. Identification of additional planning steps and procedures, and
5. Additional comments.

Your professional contribution to cooperative efforts with business, industry, and labor is appreciated.

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Introduction

This part of the handbook section provides an overview of the advisory committee approach to utilizing business, industry, and labor inputs. The introduction begins with a need statement for the use of advisory committees in vocational teacher education programs, followed by a statement of the benefits and contributions of advisory committees to vocational teacher educators, an overview of the parts of this handbook sections, and a list of objectives for department faculty that use this handbook section.

Need Statement

The concept of the use of advisory committees is not a new development to vocational teacher educators. In fact, this concept is stressed by them for secondary and post-secondary vocational programs, but has had limited application in vocational education professional personnel development programs and departments.

Contributions / Benefits

Value to Programs

The teacher educator has three main responsibilities to this viable concept. First is to instill in the preservice and the in-service teachers a sense of the necessity for involving business, industry, and labor representatives in an advisory capacity. The advisory committee concept has been developed in an effort to assist all vocational educators to reach the ultimate goal of vocational education, to place its graduates in useful, gainful, and meaningful employment situations upon graduation from a program of vocation studies. Advisory committees aid in the instructional process. They help to involve other people to make the job easier for the educator and to enhance relevancy for students. Educators using the advisory committee are really helping themselves. It's that simple.

Vocational programs gain community acceptance by public relations and awareness, so the advisory committee also serves another function. The advisory committee assists vocational educators in carrying the success message of the programs to the business and industry community on a continuing, rather than on a sporadic basis, as when support is needed for bond issues, etc.

Help your pre- and in-service students look upon the advisory committee in light of its: benefits to the student through relevancy; benefits to the teacher in advice for relevancy, currency and "ease" in instructional development; and benefits to the community in continued awareness of meeting educational needs within that community.

Training Model

Second, the university, specifically the vocational teacher education department, must act as a model to its preservice and in-service teachers. A department that exhorts its teachers to utilize advisory committees composed of business, industry, and labor representatives, but does not involve such representatives in its own operation, is ignoring the fundamental education concept of teaching by modeling.

Personnel Development

Third, current practice in vocational education professional personnel development underscores the need and role for involving business, industry, and labor in the development of relevant preservice and in-service programs. The continued recognition of the need for relevancy of content enhances the commitment that all vocational educators should make to the concept of advisory committees in vocational education.

Handbook Section Overview

In this handbook section, the advisory committee is defined as a group of persons consisting not only of educators, but also including representatives outside of the educational profession, selected because of their background and expertise in certain areas to offer advice to vocational teacher educators.

This handbook section is subdivided into the following parts:

- Introduction – This part of the handbook section contains a need statement, statement of the contributions and benefits of this approach to the department faculty, overview of the handbook section, and a list of objectives for the handbook section.
- The Advisory Committee Approach – Included in this part are descriptions of the basic activities that are common to planning and utilizing advisory committees.
- Alternative Approaches – Suggested alternative forms and procedures are presented in this section to aid departments in developing plans that are unique to their own situation.
- Administrative Details – Part of planning involves investigating and establishing policies and procedures. This part contains suggested items to consider.
- Planning Notes – This part is a step-by-step listing of ideas designed to help the faculty develop plans for the effective use of advisory committees by their department.

- Selected References – References in this part include sources of information used in the handbook section as well as additional references that may be helpful to your department.

- Resource Materials – The example materials contained in this part are illustrative of the types of materials you may be developing as part of your department's involvement with advisory committees.

Developmental Objectives

This handbook section is designed to promote vocational teacher education department *linkages with business, industry, and labor* through the use of advisory committees. Based on reading about, adapting, and implementing the strategies and techniques presented in this section, department staff will be able to more effectively:

1. Utilize advisory committees to foster linkages with business, industry, and labor;
2. Develop criteria for use of advisory committees based on department linkage goals;
3. Assess how well advisory committees are being used by the department;
4. Prepare a department plan or procedures for utilization of advisory committees;
5. Locate and utilize available needed reference materials and involve resource persons; and
6. Design and prepare appropriate aids to assist in planning, conducting, and evaluating advisory committee activities.

This handbook section is one of an integrated series of eight sections designed for vocational teacher education departments interested in more effectively utilizing business, industry, and labor resources in their personnel development programs.

The use of advisory committees is widespread in areas of educational endeavor and its value to vocational education has been exemplified in many ways. However, technological breakthroughs, emerging trends, innovations, and continued knowledge explosion necessitate an even greater emphasis of their use.

The Advisory Committee Approach

The Advisory Committee Approach part of this handbook section will describe basic activities that are common to planning and utilizing advisory committees. A model procedure for establishing and utilizing advisory committees will be described under Planning/Preparations Required. This will be followed by Resources Required where budget and meeting locations are discussed.

Model Procedures

A model procedure for establishing an advisory committee as part of a vocational teacher education program will be described. The model procedure includes the following activities:

- Investigate history of advisory committees in the department;
- Determine purpose/function of committee;
- Determine criteria for member selection;
- Investigate sources for potential members;
- Send invitational letter;
- Send official apoointment letter;
- Prepare and follow-up for meetings;
- Prepare for first meeting;
- Determine roles of committee members;
- Plan for recognition of committee contributions; and
- Evaluate and terminate the committee.

Planning / Preparation Required

Investigate History of Advisory Committee in the Department

Investigate the past history of advisory committees:

- Find out if there have been previous advisory committees;

- Find out the purpose of any previous advisory committees; and
- Find out if these committees are now in operation, inactive, or disbanded.

Describe the current situation of advisory committees:

- Describe the reason for establishing the committees;
- Find out what procedures are to be followed in establishing the committee; and
- Investigate the attitude of the administration and co-workers to advisory committees.

Determine Purposes/Functions of the Committee

Before organizing the committee, the following items should be discussed and decisions should be made:

- Decide on type of membership required;
- Decide if the committee will be ad hoc or ongoing;
- Decide how often committee needs to meet; and
- Decide if an official constitution or guideline is needed.

Suggested functions of advisory committees in a university/college setting are listed in Alternative Approaches.

A sample constitution of an advisory committee is included in Resource Materials (Figure 2.1).

Determine Criteria for Member Selection

A very basic concern voiced by department staff, especially when establishing a committee for the first time, is the selection of effective members for the committee. "Where do I find people to represent the appropriate interests?" "How do I find people who will be knowledgeable and active?"

One point to consider when searching for committee members is whether you are more interested in having members representing groups, organizations, or interested areas or whether you want to select members as individuals. Either way, you are looking for committee members who:

- Work effectively as members of a team willing to objectively consider or explore a variety of potential issues or alternative positions, rather than simply promote a prior personal position or approach to a problem;
- Indicate their intention and ability to prepare for, attend and participate in the meetings of the committee;

- Indicate an expressed interest in the area of vocational education;
- Represent a variety of relevant disciplines and experiences;
- Are active and knowledgeable in content; and
- Have demonstrated capability for dealing with complex problems and issues: identifying, clarifying, and assessing concepts and positions.

Investigate Sources for Potential Members

Some suggested sources to investigate for potential members include:

- Business and industries:
  - Large companies and corporations,
  - Small neighborhood businesses,
  - Professional, technical, and trade organizations,
  - Chambers of Commerce,
  - Business-Education Coordinating Councils,
  - Business sponsored civic groups, and
  - The several types of inter- and intra-business and industrial consortium committees unique to various communities, for example, shopping mall associations;
- Organized labor;
- Governmental agencies;
- Military posts; and
- Faculty contacts:
  - Advisory committees,
  - Other university departments,
  - Personal contacts.

Local Chambers of Commerce will frequently make available a membership directory which includes many of the above.

Note:

- Include an enrolled student, former student, educator (non vocational) or teacher in a current program on the committee;
- Include persons who are knowledgeable about women's equity;
- Include persons who are knowledgeable about minority concerns; and
- Include minorities and women as members of the committee.

A sample contact log for keeping a record of initial contacts with potential members is included in Resource Materials (Figure 2.2).

Organized Labor. Labor represents a somewhat unique resource in that their resources and community involvement are frequently masked by the public's perception of them as simply advocates for their membership while on the job. In reality, many unions are extremely community oriented, have an abiding interest in the total welfare of their members including education, and can back up their interest with personal representation and other resources. Personal rapport with community labor leaders is a worthwhile resource in and of itself.

If your department has had no previous contact with organized labor, faculty members may be unsure of the best way to initiate communication. The following are some suggestions based on the type of information or linkage contact desired.

Type of Information	Contact
General information	National level office • Specific unions • Federation of unions • Labor-management training trust funds
Programs of statewide involvement	State or regional office • Specific unions • Federation of unions • Labor-management training trust funds
Programs of department wide perspective or Programs that are service area specific	Local offices • Specific unions

If you wish to secure information on communication channels or the name of an initial contact person of a specific union, one approach is to write the state, regional, or national office for the name of the most appropriate contact person in your area and give information on the desired program, indicating lack of knowledge of proper communication channels, and asking for the needed references.

Send Invitational Letter

Items to be included in an invitational letter to potential advisory committee members:

- Purpose of committee;
- Statement of status of committee as advisory;
- Statement of importance of committee;
- Responsibilities; and
- Duration of time.

A sample letter of invitation is included in Resource Materials (Figure 2.3).

Send Official Appointment Letter

An appointment letter confirms the representative's membership on the advisory committee. If members of the committee are sent an appointment letter signed by the president of the university, a dean, and/or the department chairman, additional status is given to membership on the committee.

A sample letter announcing official appointment is included in Resource Materials (Figure 2.4).

Meeting Preparation and Follow-up

Good administration requires generally an adequate preparation. The following are items to consider when preparing for, and following-up on meetings:

- Plan meetings well in advance of scheduled meeting date. A sample invitational letter is included in Resource Materials (Figure 2.5);
- Send proposed agenda to members prior to the meeting;
- Leave an "open section" in agenda for additions or corrections from members to respond to as needed;
- Give details of meeting arrangements: parking, room locations, time frame, amenities, coffee, etc.;

- If desired, include return postcard for members to indicate attendance. A sample reply postcard is included in Resource Materials (Figure 2.6);
- Place reminder phone calls to members the day before the meeting (sometimes as needed to executive's secretary on day of meeting to re-establish commitment to meeting);
- Start and adjourn on time; and
- Prepare minutes of meetings and provide copies to members within two to four days of meeting.

Prepare for First Meeting

The first meeting of an advisory committee is very important. It requires careful preparation. The agenda should:

- Provide an opportunity for members of committee to become acquainted;
- Review guidelines of committee operation and revise as agreed on by the committee;
- Prepare the committee members to identify a planned scope of work for term of the committee; and
- Demonstrate that this committee has the backing of the institutional administration.

A sample agenda for the first advisory committee meeting is included in Resource Materials (Figure 2.7).

Determine Roles of Committee Members

Committee members, to be successful and effective in their work, must know their roles and the task of the committee. How key staff support the objectives of the committee will assure the interest of the representatives and success of this committee.

Assign a full-time staff member the responsibility for the committee. Members serving without a vote are in an ex-officio capacity; for example, the department representative, institutional administrators, or consultants. Ex-officio members may be temporarily appointed to serve in a consulting capacity for special problems or projects. Committee membership may last as long as the special need exists.

Ex-officio member:

- Can serve in a consulting capacity;
- Can assume a special responsibility on a project; and
- Can be asked to express opinions on problems.

Chairperson:

- Works with department representative and committee members, sets meeting dates;
- Plans agenda with department representative; and
- Presides at all committee meetings.

Vice-chairperson (optional):

- Presides when the chairperson is absent.

Secretary:

- Records and distributes minutes of every meeting;
- Maintains file of minutes of meetings;
- Sends written notification of meeting; and
- Makes reminder phone calls.

Department Representative:

- Appointed by the department;
- Has ex-officio status;
- Works with chairperson in planning agendas;
- Helps take necessary steps on recommendations;
- Invites special university guest;
- Provides clerical help as needed;
- Provides members with guidelines and checklists when validating and evaluating; and
- Asks for advice when committee members have been given sufficient background knowledge of the situation or problem.

Plan for Recognition of Committee Contributions

Members serving on a committee must feel that they are contributing, they are involved, they are useful, and that their work is important to the department.

One must be aware of the many ways by which he/she can show or express his/her appreciation to selected committee members for their involvement in contributing to department objectives. The following approaches help you achieve positive results when dealing with the recognition aspect:

- Notify company officials of department's appreciation for the work of an employee council member;
- Offer certificates of service, awards, etc.;
- Invite committee members to the institution and/or department functions;
- Have a chief administrator or dean attend selected meetings of the committees to give credit for past work;
- Mail a letter of appreciation from a chief administrator, dean, or department chairperson;
- List names of members, companies, agencies in publications, bulletins, college catalog and in media releases; and
- Recognize publically the services of the committee members.

A sample letter of appreciation and a sample certificate for recognizing member participation are included in Resource Materials (Figures 2.8 and 2.9).

Evaluate and Terminate

Although frequent evaluation of committee performance will take place during the life of a committee, evaluation also has a specific role in determining the termination of an advisory committee.

The decision to terminate a committee would be based on pre-specified criteria such as:

The committee will meet for a specified period of time, or

The committee has a specific task to accomplish.

These criteria could be written into the constitution or guidelines of the advisory committee.

When an advisory committee has fulfilled its specified purpose or has met for the specified amount of time, it should be terminated. Very often advisory committees just die a slow death from not being used; this leaves all involved individuals hanging in mid-air. Other committees that may be formed are not clear as to status and responsibility especially if there is an overlap as to subject area or task. A decision to terminate should be given to all committee members and any other faculty or administration members who might be affected.

Resources Required

Financial Support

The advisory committee, as in any operating business, to properly function must have, when at all possible, a general fund. In many instances members voluntarily participate on such committees

at their own expense or that of their company. However, the department which has encouraged the development of such a committee assumes most of the related operating costs.

Meeting Locations

Meetings of advisory committees are best held in the institution's board rooms or conference rooms. Advisory committee meetings should not be held in classrooms. Seating arrangements are not conducive to committee functions in classrooms. The initiator of the committee should be a conference leader and should avoid the "image" of teacher. Therefore, seating arrangements are important. Conference settings should be used at all times. Frequent visits to classrooms, facilities, etc., with the advisory committee are recommended as a function, but not as the facility for activity.

Frequently, advisory committee meetings are "rotated" throughout the community and are held in committee member facilities, in community centers, in public meeting rooms, council chambers, etc. The possibilities are endless and are to be encouraged. The activity of the vocational educator becomes evident in the community and an awareness of the community involvement is a positive public relations tool.

Alternative Approaches

Alternative forms and procedures for advisory committees are presented in this section. Alternatives presented include types of advisory committees and alternative functions of committees. Special themes/topics related to advisory committees are included at the end of this part of the handbook section. These suggestions should aid departments in developing plans that are unique to their own situation and needs.

Other Procedures / Purposes

Types of Advisory Committees

Advsiory committees used in four-year institutions may be classified in three categories:

1. General advisory committee
2. Departmental advisory committee
3. Curriculum advisory committee

A department may have one or more of these types of advisory committees in operation at one time. A factor involved in the decision of which type to use is department size. A department comprized of several vocational service areas may require the use of all three types of committees. A department that is comprised of only one service area may operate with only a general advisory committee and ad hoc course committees as required.

1. General advisory committee: Usually an ongoing committee that is concerned with the general development and maintenance of the entire program of a department.
2. Departmental advisory committee: Serves a single department or service area, as ongoing or ad hoc committee.
3. Curriculum advisory committee: Gives advice on the content and operation of a single course.

Ad hoc Committee: This committee is situation or problem oriented (e.g., a committee used as a prelude to forming a more permanent advisory council).

Functions of Committees

Advisory committees may fulfill these functions in working with vocational teacher education departments.

1. Program development and review
    a. Review technical content;
    b. Share expertise of new and developing areas;
    c. Advise on administrative operations;
    d. Share information on new and developing occupations;
    e. Assist in surveys; and
    f. Assist the department in establishing/revising its philosophy of vocational teacher education.
2. Program operation
    a. Serve as or arrange for guest instructors;
    b. Arrange meetings to develop cooperative experiences between the institution and business, industry, and labor;
    c. Arrange for plant visits and other field trips;
    d. Advise on material, facilities, and financing;
    e. Obtain instructional supplies and equipment;
    f. Aid in maintaining a current department library of visual aids, magazines, and books;
    g. Identify potential stations for cooperative work experiences;
    h. Aid in occupational analysis for use in internships;
    i. Assist in developing educational objectives;
    j. Inform department on changes in the labor market including interpretation of local surveys on manpower needs, anticipated employment, etc.;
    k. Assist in making cost studies for specialized program/course; and
    l. Help with work experience placement.

3. Instructor in-service

   a. Provide opportunities for upgrading of instructor's technical skills and knowledge through work experience;

   b. Arrange for in-service meetings, clinics and/or workshops;

   c. Obtain subscriptions to industry magazines;

   d. Obtain membership for instructors in industry organizations;

   e. Secure funding to assist instructors in attending professional and industrial meetings, workshops, seminars, etc.; and

   f. Help with work experience placement.

4. Assist in public relations

   a. Serve as speakers about business, industry, labor, and education cooperation;

   b. Provide news releases to industrial magazines or newsletters;

   c. Cooperation providing news releases to the public media about cooperative activities; and

   d. Assist in evaluating the department's public relations policies and actions.

Special Themes / Topics

It is useful in determining alternative approaches for the use of advisory committees in vocational teacher education programs to think of the many ways that this type of involvement could be of benefit to the department. Included below are some suggestions for themes, topics, and groups that might be included in advisory committee activities involving business, industry, labor representatives. This is the start of a brainstorming list; you are encouraged to add to it:

1. Establish an overall advisory committee for the department.
2. Establish individual advisory committees for each vocational service area in the department.
3. Encourage the state advisory council for vocational education to support teacher education linkage efforts with business, industry, labor.
4. Establish advisory committee for defining training needs in emerging or other non-traditional vocational education settings.
5. Form a consortium of existing advisory committees and similar groups in the state.
6. Use advisory committee to help define staff development needs and action steps to take.
7. Get faculty involved as a member of other existing advisory committees outside the university.
8. Identify use of business, industry, labor related advisory committees in other university departments.
9. Promote governor's campaign or other statewide effort encouraging business, industry, labor participation on advisory committees.
10. Use advisory committees in curriculum development and program revision efforts.

Use the remaining space to add your own ideas:

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Administrative Details

This part of the handbook section contains suggested items to consider in investigating and establishing policies and procedures. These items are followed by a Planning Steps Checklist which gives an overview of the major items to be considered in planning for the use of advisory committees.

Examine Existing Policy / Procedures

The following items need to be examined in order to develop procedures/guidelines for advisory committees:

- University/college clearance procedures;
- Available financial resources;
- Guidelines of existing advisory committees; and
- Alternative approaches for scheduling.

Equity

The 1975 Congressional hearings on "Sex Discrimination and Sex Stereotyping in Vocational Education," Title IX of the Education Amendments of 1972, and the passage of the Education Amendments of 1976 have focused attention on the need for the elimination of sex discrimination and sex stereotyping in vocational education.

Ethnic minority concerns with equal opportunity and equal access continue to be a necessary focus of vocational education.

Including representatives on your advisory committee who are knowledgeable about equity legislation and activities is an effective way to gain access to any needed advice in these areas.

Establish Policy / Procedures

Membership Rotation

Rotating membership ensures new ideas and approaches. Further, it infuses new life into the operations of the committee. When the committee is to be an ongoing committee, procedures should be established to insure membership rotation preferably on a three-year plan, with one-third of the membership changing each year.

Absenteeism

Committee rules should define attendance standards; many committee guidelines state that any member missing three consecutive meetings be automatically dropped from the committee.

Alternates

Permitting substitutes to attend meetings for regular members encourages absenteeism, contributes to ineffective committee work, and decreases continuity. It is recommended that committee rules discourage alternates and substitutes.

Committee Size

Determine the committee size. Five to ten members is generally considered to be a workable size.

Meetings

Decide how often the committee will need to meet to accomplish objectives.

Encouraging Attendance

Below are some considerations for conditions that may affect attendance at meetings:

- Are there enough planned tasks to challenge committee members?
- Do members feel they have a viable role?
- Are meetings stimulating and exciting?
- Are the advice and recommendations of the committee recognized (in writting)?
- Is leadership democratic?
- Has the contribution of committee members been given recognition?
- Are meetings productive and rewarding?

Media Releases

Awareness of community involvement in vocational education programs is an excellent and effective public relations tool. Media releases on committee activities and major contributions of advisory committees should be promoted by the department representative. Potential approaches to media releases should be discussed and cleared with members of the advisory committee.

Planning Steps Checklist

The purpose of the Planning Steps Checklist is to give an "at a glance" listing of the major specific items that are involved in planning for the use of advisory committees to increase business, industry, and labor inputs into vocational teacher education departments.

- ☐ Determine purpose/functions of committee
- ☐ Investigate past history of advisory committee in the department
- ☐ Determine source and amount of operating finances
- ☐ Determine department support and involvement
- ☐ Determine clearance procedures
- ☐ Inform proper administrator of intent to form advisory committee
- ☐ Name person(s) to assume responsibility
- ☐ Determine committee type and size
- ☐ Determine criteria for member selection
- ☐ Investigate sources for possible members
- ☐ Make initial contact with potential members
- ☐ Send invitational letter
- ☐ Send official appointment letter
- ☐ Determine agenda for first meeting
- ☐ Send letter informing members of first meeting
- ☐ Conduct first meeting
- ☐ Plan and conduct second meeting
- ☐ Plan for recognition of members

Planning Notes

This section is designed to assist you in working out plans for the effective use of advisory committee activities/approaches by your department. These points are based on the specific items identified in the Planning Steps Checklist. The purpose of these Planning Notes worksheets is to focus attention on gathering information, organizing details, and defining department objectives that are critical to involving business, industry, labor representatives in this type of activity/approach.

List of Planning Notes Topics:

1. Determine Functions/Purpose:
   What are possible functions of the planned committee?
   What would be the committee type and size?
   What type of evaluation will be used to determine if the committee achieved its purpose?

2. Investigate Clearances:
   What clearance procedures are necessary?
   What administrator(s) should be informed of intent to form an advisory committee?

3. Determine Possible Members:
   What are probable criteria for members?
   What are some sources to investigate for potential members?

4. Prepare Invitational Letter:
   What information should be included in the invitational letter?

5. Plan First Meeting:
   What items do I wish to include in the agenda for the first meeting?
   What information should be given to members about the first meeting?

6. Plan Second Meeting:
   What items do I want to appear in the agenda for the second meeting?

7. Plan for Recognition of Members:
   What are some ways we could recognize the contribution of the committee members?

Planning Notes

1. Determine Functions/Purpose

What are possible functions of the planned committee?
What would be the committee type and size?
What type of evaluation will be used to determine if the committee achieved its purpose?

2. Investigate Clearances

What clearance procedures are necessary?
What administrator(s) should be informed of intent to form an advisory committee?

3. Determine Possible Members

What are probable criteria for members?
What are some sources to investigate for potential members?

4. Prepare Invitational Letter

What information should be included in the invitational letter?

5. Plan First Meeting

What items do I wish to include in the agenda for the first meeting?
What information should be given to members about the first meeting?

6. Plan Second Meeting

What items do I want to appear in the agenda for the second meeting?

7. Plan for Recognition of Members

What are some ways we could recognize the contribution of the committee members?

Selected References

This part of the handbook section lists selected reference materials that pertain to the use of advisory committees. In addition to these materials, each service area has a multitude of organizations and publications that are related to that particular service area. The library should be helpful in identifying these. You are encouraged to add to this list.

Print Materials

A Guide for Planning, Organizing, and Utilizing Advisory Councils. Illinois Office of Education, Division of Vocational and Technical Education, (nd).

American Association of School Administrators. *Lay Advisory Committees.* AASA, Washington, 1951.

American Vocational Association. *The Advisory Committee and Vocational Education.* Washington, D.C.: American Vocational Association, Inc., 1969.

Burt, S. M. "If I Were A Member of A Vocational Educational Advisory Committee." Presented to the University of Michigan Leadership Development Program for Vocational and Technical Education, Ann Arbor, Michigan, August 15, 1967 (VT 000 967).

Burt, S. M. *Industry and Vocational Technical Education.* New York: McGraw Hill Company, 1967.

Cochran, L. H. et al. *A Guide for the Effective Utilization of Advisory Committee.* Michigan Department of Education, Central Michigan University, (nd).

Riendeau, A. J. *The Role of the Advisory Committee in Occupational Education in the Junior College.* Washington, D.C.: American Association of Junior Colleges, 1967.

U.S. Department of Health, Education and Welfare, Office of Education. *Organization and Effective Use of Advisory Committees.* Bulletin No. OE-84009. Washington: U.S. Government Printing Office, (nd).

Publications: Available from Rurban Educational Development Laboratory, 357 Education Building, Urbana, Illinois 61801.

Course of Study—Citizens Advisory Councils in Education. Second edition by Phipps, Hofstrand and Shipley, (nd).

Advisory Councils in Educations—A Handbook. by Hofstrand and Phipps, (nd).

Evaluative Criteria for Citizens Advisory Councils and Committees. by Phipps and Heisner, (nd).

The How of Successful Citizens Advisory Committee Operation. by Phipps and Knell, (nd).

Activities of Citizens Advisory Councils and Committees. by Phipps, Jackson, and Shores, (nd).

An Annotated Bibliography of the Literature on Citizens Advisory Councils and Committees. by Phipps and Jackson, (nd).

AV Materials

Filmstrips: Available from Rurban Educational Development Laboratory, 357 Education Building, Urbana, Illinois 61801.

Benefits of Citizens Advisory Councils
Benefits of Advisory Councils in Home Economics
Citizens Advisory Councils and Health Occupations
Citizens Advisory Councils in Agribusiness and Natural Resources
Concerns of Advisory Councils in Business and Office Occupations
Proper Functions of Citizens Advisory Councils
The Role of Advisor to Vocational Education
The Role of the Individual Council Member
The Use of Advisory Councils in Industrially Oriented Occupations

Sound/Slide and Filmstrips with Cassette:

"Do We Really Care?" Available from each of the teacher preparation institutions in the state and from Vocational and Technical Education Service, Michigan Department of Education, Lansing, Michigan 48904.

Resource Materials

The example materials illustrated in this part are designed to be adapted and used selectively as your situation dictates. The purpose of these materials is to show a variety of standard forms, letters, suggested procedures, and other similar aids that would be useful to vocational teacher education departments in promoting and developing improved linkages with the business, industry, labor community in their area.

Table of Figures:

2.1 Sample Constitution (Adapted from University of Tennessee, Department of Vocational Technical Education)

2.2 Contact Log Work Sheet

2.3 Sample Letter of Invitation

2.4 Sample Letter Announcing Official Appointment

2.5 Sample Letter of Invitation to Advisory Committee Meeting (Adapted from Central Michigan University)

2.6 Sample Reply Postacrd for Advisory Committee Meeting

2.7 Sample First Planning Committee Meeting Agenda

2.8 Sample Letter of Appreciation to Advisory Committee Member (Adapted from Central Michigan University)

2.9 Sample Certificate of Appreciation (Eastern Washington State College)

CONSTITUTION OF THE ADVISORY COUNCIL
TO THE
DEPARTMENT OF (TITLE OF DEPARTMENT) EDUCATION
OF THE (NAME OF INSTITUTION)
AS APPROVED BY THE COUNCIL

(DATE)

PREAMBLE

In the belief that (service area) now stands on the threshold of a new era in American education,

In recognition of the importance of instruction, research, and the service role of the Department of (title of department) Education at (name of institution).

In the knowledge that collective intelligence is superior to individual action in decision making,

In the understanding that improved communications and a cross fertilization of ideas requires the involvement of individuals from outside the University,

And seeking to enhance the educational progress of the Department, this Council is Created.

ARTICLE I.

Name

The name of the organization shall be The Advisory Council to the Department of (title of department) (name of Institution)

ARTICLE II.

Purpose

The purpose of this Council shall be:

(1) to operate in an advisory capacity to the total (department title) program at (name of institution);

(2) to cooperate with federal and state agencies, business, industry, labor, other education institutions, and other appropriate agencies for the improvement of (service area);

(3) to insure a broad and current perspective of ideas, skills, and knowledges for the improvement of departmental decision making;

(4) to assist in dissemination and communication of information in regard to department policy and operation;

(5) to aid and advise in matters related to program and/or project evaluation; and

(6) to advise on instructional programs designed to meet the employment needs in the (service area) field.

Figure 2.1 Sample Constitution

ARTICLE III.

Organization and Membership

The Council shall consist of ten members, one each from the following categories:

Graduate Studies
Secondary and Post-Secondary Schools
National Leader in (service area) Education
Teacher Educator
Participant in the Program
State Advisory Council For (service area) Education
Management
Classroom Teacher
Administration and Supervision
Labor

The Head of the (department title) Education Department, the Directors of the Research Coordinating Unit for (service area), and the Assistant Commissioner for (service area) Education, State Department of Education, shall serve as ex officio members of the Council.

In addition to the above listed categories, the following criteria shall be considered in the selection of the Council members:

The Council members should be cognizant of nation and state trends in ( ) Education regarding the needs of students, schools, administrators, state departments, and the University.

The members shall serve a three-year staggered term with an annually appointed faculty committee to replace those in categories whose term expires each year. This faculty committee shall be appointed by (title of department) Education Department Head in April each year.

The term of service shall begin with the Fall Quarter.

The Council shall elect its own Chairman and Officers.

In the event of a vacancy on the Council, the Head of the (title of department) Education Department shall appoint a special faculty committee to select a replacement for the unexpired term. All official appointments to the Council shall be made by the Dean of the College of Education.

ARTICLE IV.

Officers

The officers of the council shall be chairman, Vice Chairman, and Secretary.

These officers shall be elected in the Spring Meeting of the Council. The term of office shall be one year, beginning in the first meeting following the Spring election.

Figure 2.1 continued

The election procedure shall be as follows for each office:
Each Council member shall nominate, by written ballot, the name of one person for the office. These nominations shall be tallied.
The two persons receiving the highest number of nominations shall be voted on by the Council. The person receiving the majority of votes shall be elected to that office.
The elected officers and the two ex officio members shall become the Executive Committee of the Council. In the interim between elections, the Executive Committee shall fill vacancies which may occur in any office for the unexpired term, except that in the event the office of Chairman becomes vacant the Vice Chairman automatically succeeds to the Chairmanship.
The Executive Committee shall develop the agenda for each meeting.

ARTICLE V.

Meetings

The Council shall meet at least one time during the Fall, Winter, and Spring Quarters, respectively, such quarters being defined by the (name of institution) academic calendar. Exact time and place of meeting shall be determined as the Council decides.

ARTICLE VI.

Committees

Standing, ad hoc, and special committees shall be created by the Council or by the Executive Committee as needed.

ARTICLE VII.

Amendments

This constitution may be altered, amended, or repealed and a new constitution be adopted by a majority of the Council present at any regular or special meeting.

Figure 2.1 continued

Figure 2.2 Contact Log Work Sheet

CONTACT LOG

WORKING COPY

FEB 19 [illegible]

Name: _____

Page ___ of ___

Person Contacted: (Record name, title, address, telephone number in file)	Nature of Information Sought/Provided	Follow-up Action Required/Reminder Needed	Contact Date

(Letterhead)

(Date)

(Inside Address)

Dear :

The (name of institution and department) is in the process of establishing an advisory committee which will involve educators, business, industry and labor representatives. Due to the necessity to keep our vocational education program and staff up-to-date with current developments, it is essential that we obtain input from business, industry, and labor community. Your participation will be of great value to us in this endeavor.

May I take this opportunity to invite you to become a member of our (title) Advisory Committee. Your willingness to assist will help us make better decisions concerning quality education for students enrolled in our programs.

Please note we are asking you as a representative from (company/labor union name) to attend only (number) meetings on (dates). A schedule of meeting dates and agendas are enclosed.

You will receive a follow-up phone call on (date, time) in order to ascertain if you will be able to attend or not. Your interest and cooperation is greatly appreciated.

Sincerely,

(Name)
(Institution)
(Department)

Enclosures: agenda and calendar of
meeting dates

Figure 2.3 Sample Letter of Invitation

(Letterhead)

(Date)

(Inside address)

Dear :

The (department title) takes great pleasure in welcoming you as a member of our working team. Your appointment to serve a (length of time) term on the (title) Advisory Committee has bee approved.

Your extensive background and experience in industry and your interest in vocational education qualify you as a most valuable member of this advisory team. Not only will the contribution of your talent be helpful to the industry, but to the community as well.

Your interest in (subject area) is appreciated.

Sincerely yours,

College President/
Dean

Figure 2.4 Sample Letter Announcing Official Appointment

(Letterhead)

(Date)

(Inside Address)

Dear :

As a means of keeping you informed of the activities dealing with the program, I am forwarding you a copy of (item).

In reviewing the report, hopefully you will feel free to make any comment to help improve the program for the (date) year.

I would like to plan an advisory committee meeting for (date) at (time) in (place).

The objective of our meeting will center around the following areas:

1. (agenda item)
2. (agenda item)

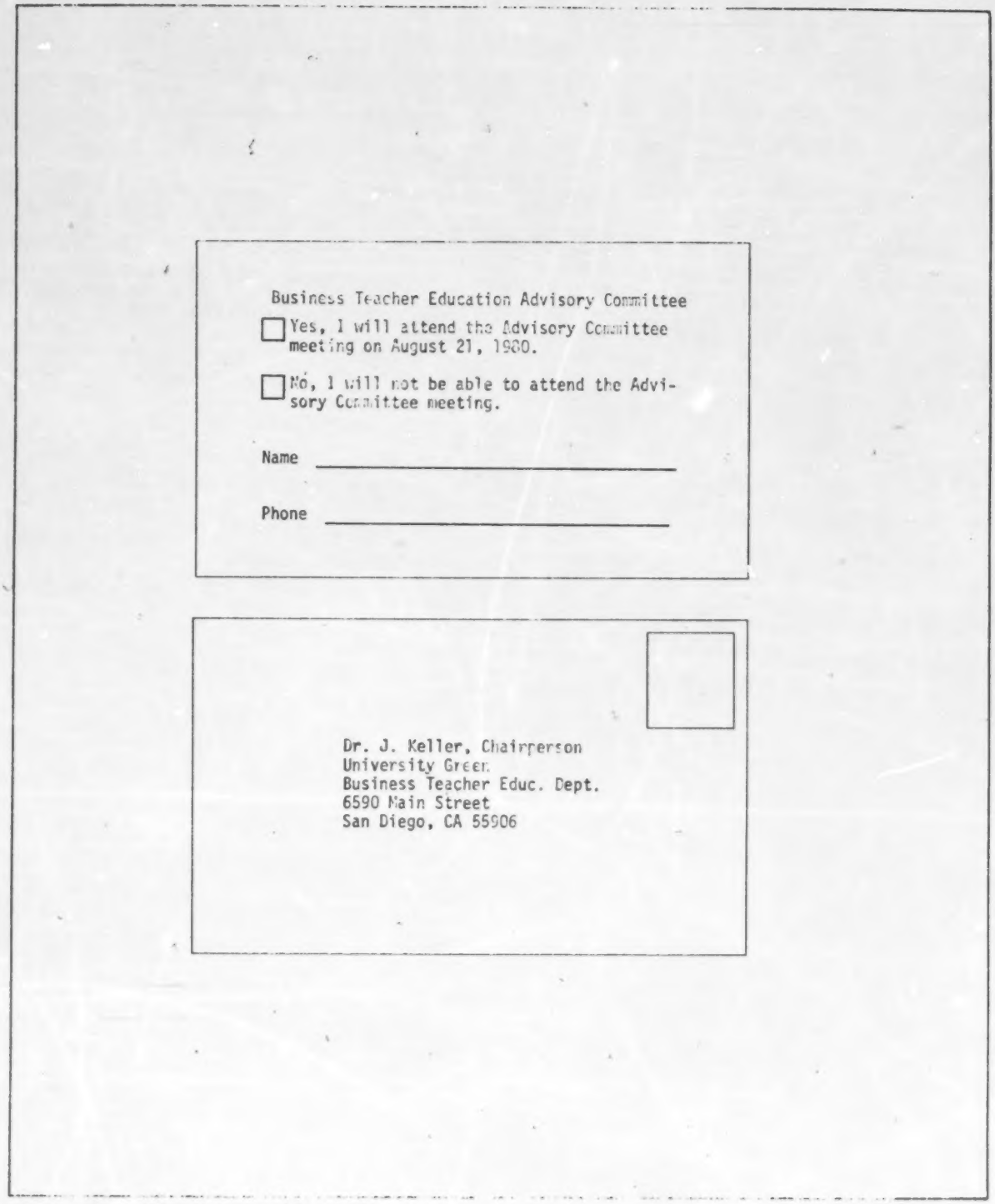
Enclosed is a reply card for your use.

Looking forward to seeing you on (date)

Sincerely,

(Name)
(Institution)
(Department)

Figure 2.5 Sample Letter of Invitation to Advisory Committee Meeting



Business Teacher Education Advisory Committee

☐ Yes, I will attend the Advisory Committee meeting on August 21, 1980.

☐ No, I will not be able to attend the Advisory Committee meeting.

Name _____

Phone _____

Dr. J. Keller, Chairperson
University Green
Business Teacher Educ. Dept.
6590 Main Street
San Diego, CA 55906

Figure 2.6 Sample Reply Postcard For Advisory Committee Meeting

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University · 1960 Kenny Road · Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

IMPROVING BUSINESS-INDUSTRY-LABOR INPUTS
INTO PERSONNEL DEVELOPMENT PROGRAMS

Planning Committee Meeting
September 10, 1976
8:00 a.m. to 12:00 noon
Room 1B

Agenda

I. Introduction

- A. Project staff
- B. Planning committee members
- C. Overview of project

II. National Survey

- A. Review of survey instrument
- B. Develop criteria to select workshop participants

Coffee Break

III. Project Planning

- A. Recommendations from planning committee
- B. Planning committee resources
- C. Future committee meeting agendas and dates

IV. Other Business

Figure 2.7 Sample First Planning Committee Meeting Agenda

(Letterhead)

(Date)

(Inside address)

Dear :

I would like to take this opportunity to express my sincere appreciation for your participation with the (name of program of school) Advisory Committee. Your involvement has greatly benefited the program development at our school and the development of education in our community.

To show our appreciation, we would be honored if you would be our guest for the Advisory Committee Dinner on (date) at (location). We hope to see you then.

Sincerely,

(Name)

Figure 2.8 Sample Letter of Appreciation to Advisory Committee Member

EASTERN WASHINGTON STATE COLLEGE

School
of
Business and Administration

COLLEGIATE DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

Certificate of Appreciation

IS HEREBY RECOGNIZED FOR CONTRIBUTING OUTSTANDING GUIDANCE, INSPIRATION AND SUPPORT TO THE E.W.S.C. COLLEGIATE DECA PROGRAM. YOUR FAITH AND ENCOURAGEMENT OF OUR PROGRAM IS DEEPLY APPRECIATED.

Chapter Advisor

Collegiate DECA President

Figure 2.9 Sample Certificate of Appreciation